CHARLES DUNCAN McIVER.

(Correspondence.)

of North Carolina will
bronze statue the form
of Charles Duncan Mc-
figure will stand for all
best type of the North
educational statesman and
incite ambitious youth
public service. The State
Industrial College, born in
years before legislative ac-
permission to build, will
from year to year and live
chief institution for the
women in the South.
bears his name or continues
usefulness under its pres-
future genetations, as the
know it as "McIver's Col-
men." It was born of the
enthusiasm of Dr. McIver
wife who saw its present
clearly in their dreams twenty
the public now sees its
buildings and its large equip-
beautiful campus, and feels
in every school district
commonwealth. For it is as
The McIver College for Wo-
child is the son of father
The State, through his
enthusiasm, voted a small
establish the institution after
when first presented, refused
the necessary small appropria-
faith was so contagious and
was so dominated by it
people voted a bond issue to
the location. The State and
therefore gave to Charles
The day—because his enthusi-
compelled them—but it was his
had fashioned it into the institu-
in a few years came to be
pride and pride of all North
How did he do it? The an-
that the vision he had seen so
filled him that he poured his life-
into it, and fortunately for this
future generations he had an en-
ment of warm rich blood that
him capable of achieving the
results. He was the rare com-
bination of the dreamer and the
practical man of affairs. He saw
the "heavenly vision" of duty and op-
portunity that comes to every great
soul, "and he was not disobedient to
the heavenly vision." All men of large
capacity see the noble structure they
rear to bless their fellows, but
the love of ease and the pursuit of
wealth cause most of them to turn
aside and be disobedient to the high
call. They like their bread "well but-
tered," and the "fine purpose" they
once had dissolves in chasing the
things that perish. Some one has said
that "a man must consult his wife to
be rich." It were truer to say that
a man wishes to serve humanity
rather than to get rich he must mate
with a kindred soul. How many men
have sacrificed their worthy ambitions
because they lacked the inspiration to
altruism around the hearthstone!
Fortunate was Charles McIver that he
found in his wife an inspiration and a
co-worker, and fortunate was the State
of North Carolina that the noble man
it mourns was cheered and supported
in the great work he accomplished by
the brave woman who shared his am-
bitions and his labors. McIver felt
the blessing in his life and he held
with Ruskin that "no man ever lived
a right life who had not been chas-
tened by a woman's love, strengthen-
ed by her courage, and guided by
her devotion." When he began
the agitation for a better chance for
women and better public schools for
all the children, going from county
to county in the Teacher's Institutes,
his good wife often went with him
and her enthusiasm touched the hearts
of the mothers of the country, and
these evangels of a Better Chance
left a county they had kindled a flame
that has burned since with a steadily
increasing light, and much of the edu-
cational renaissance in many of our
counties can be traced to those seem-
ingly small gatherings in the various
school seats. I shall never forget the
spirit of this patriotic couple as I saw
it manifested in a little mountain town
less than a score of years ago. I had
heard they were holding a Teacher's
Institute and had driven over just to
spend a day with these friends, for I
was on a short vacation. I walked
into the dingy little court-house, where there were gathered
perhaps three score teachers, none of
whom had ever seen inside a high
school and none of whom had ever
received more than thirty or forty dol-
lars a month for a four or five months
session, but, poorly prepared as they
were and more wretchedly paid, they
were the main hope of uplift for
children in that county. As I walked
in unobserved, Prof. McIver, (not
then "doctor") was drilling the teach-
ers on how to teach arithmetic. Noth-
ing was ever so dry to me as mathe-
matics or so uninteresting, but he
spoke with clearness, enthusiasm and
power, and invested the dry bones
with life. It was not that he was
wishing so much to pour the science
of numbers into their heads, but that
he was trying to give them enthusiasm
for the work of teaching so that they
would pour their lives into the lives of
the scholars, and awake in them a de-
sire for learning that would call forth
the best that was in them. And as he
talked with as much earnestness and
vim as if the fate of the nation de-
pended upon arousing those country
teachers to see the greatness of their
work and measure up to it, that dingy
looking court-house seemed illumined
and those care-worn and hitherto am-
bition-less faces shone with a new
light. He had burned into their hearts
the ambition and glory that animated
his own soul, and the place had been
transformed into holy ground, and the
little company that entered the court-
house from a sense of duty went forth
with a new resolve in their hearts and
with a fresh baptism and new conse-
cration to service. Since then I have
heard McIver evoke the applause of
legislatures that were carried by the
resistless power of his logic and high
appeal; I have seen him in gatherings
where the titled and the world's great
gave him applause and primacy; I
have seen him in almost every high
place where men were to be inspired
to public service and love of country—
for he was a man deeply concerned
in whatever looked to the uplift of his
fellows—but he never was so great to
me as when he poured out his soul in
bringing out the latent greatness of
these mountain teachers who had be-
fore them the task of making brick
without straw. He put himself in
their places. He made them see that,
just as surely as the sculptor saw an
angel in the rock, he saw nobility and
power in them, and sent them home
with a faith that they could lead the
little folks in humble homes into the
highest places of usefulness. And
they, and like men and women all over
the State, impelled by the high am-
bition implanted in them by McIver,
have done more for the true pro-
gress of the State than all the cap-
tains of industry within its borders, for
under the spell of McIver's faith and
enthusiasm they have kindled the am-
bition of thousands of youths who have
given a new impulse to every depart-
ment of industry and progress. And
the influences he brought into being
will live and grow with every passing
year.

There are few men who saw Mc-
Iver's great influence in later years
who saw that the foundations of his
power had been laid deeply by the
service he rendered in those days of
arduous labor, travelling from county
to county, leaving the pleasures of
home and access to books, literally
being "in the saddle" month after
month, and receiving only enough
compensation to support his family.
Every educator would glory to have
won McIver's proud place. Few would
have paid the price. And McIver was
able to win the first place, not because
he felt he was making sacrifice in ar-
duous labor, but because he entered
upon the hard work with his whole
heart and found compensation in the
touch of elbow to elbow with the
struggling men and women whom he
was able to help to a higher plane and
to whom it was given him to impart a
clearer vision so that they could walk
with the immortals. Leadership that
endures only comes through loving
service.

In 1886, Mr. McIver came to Ral-
eigh to teach in Peace Institute—then
as now, a leading college for the edu-
cation of women. I had only a few
months previously moved to Raleigh
and was editing a weekly newspaper.
He had no duties at the Institute ex-
cept in the class room and my work
was not heavy, and we both had
time to dream dreams and to see
much of each other in the few years
from 1886 until 1891 when he went
to Greensboro as President of the
State Normal and Industrial College,
particularly before he entered upon
the work, jointly with Dr. Edwin A.
Alderman, as conductor of Teachers
Institutes. The walks and talks we
had in those halcyon days when we
planned the great things we hoped to
do and rejoiced in youth and strength
to overcome obstacles! I count them
as among the happiest of my life, for
it was then that our souls were knit
together and there came a comrade-
ship and intimacy that had no inter-
ruption in the years that followed,
though our work denied the blessing
of daily companionship and communion. He was as much interested in
my newspaper dream that he helped
me to realize as I was wrapped
up in his dream of the great
college for women that he
lived to see become the crown of all
colleges for women in the South. His
faith and his enthusiasm were so
great and his vision so clear that it
was magnetic and irresistible.

His connection with a leading wo-
man's college served to cause him to
study the problems of woman's educa-
tion. He found that while the State, the
church and private philanthropy pro-
vided for the higher education of men,
Indian and negro women, the young
white woman in North Carolina had
to pay every dollar that her education
cost. The result was that only a few
hundred women were yearly educated
in our colleges, and then many were
denied the chance of obtaining an ed-
ucation. Moreover he learned, too,
that in those institutions where wo-
men were educated the instruction was
largely in art, in music, and in the or-
namental branches, and that too little
stress was laid upon the thorough and
rounded education that made the wo-
man able to take the place in the
home and the world that he thought
she ought to occupy. He realized that
there would always be a place for the
select woman's college where the
daughters of men of means would be
taught, but as he saw the daughters
of the poor and men of small means
neglected and no place provided for
their training, his heart burned within
him to unlock the Door of Opportuni-
ty to them. The conviction that the
State was unjust to its daughters grew
upon him day by day until the resolve
to find or make a way for them took
possession of him. I have long be-
lieved that no man does work that
lives unless he hears the call of God
to that work and heeds the call. I
believe that Charles McIver was called
of God to the work that made his life
glorious, and enables him, though dead
yet to speak, as surely as ever man was
called to minister at sacred altars. The
desire to be instrumental in the broad-
er education of women took posses-
sion of him and became the master
passion of his life. Nor was it be-
cause he merely wished to see women
educated for their own elevation, but
because he had the statesmanship to
see that North Carolina would never
come into its own until a generation
of educated mothers reared its sons
and daughters. The need was sum-
med up in this expression to which he
gave utterance in one form or anoth-
er a thousand times:

"When a man is educated it is sim-
ply one more taken from the lists of
ignorance, but in the education of a
woman the whole family is taught,
for she will pass on what she has
learned to her children. The educa-
tion of one woman is far more im-

CHARLES DUNCAN McIVER.

portant for the world's advancement
than that of one man."

We had become so accustomed to
see the son favored and so many peo-
ple had denied the higher education
of woman, that twenty years ago that
declaration challenged attention and
provoked discussion. There were not
wanting those who declared that
the women made better wives and
mothers with the acquaintance of lit-
tle music and drawing than with
a broad education, and there was
strong and hostile opposition to the
proposition to establish the new Nor-
mal College for women that Dr. Mc-
Iver championed, for that was the day
when serious and organized opposi-
tion to what was erroneously called
"State Aid" was at high water mark,
and when many good men were in
antagonism to what has become the
fixed policy of the State—a policy,
too, that now has no opposition and that
has demonstrated its wisdom. How
much McIver did to check the growth
of the hostility to "State Aid" will
never be known, but it was second to
that of no other man and was prompt-
ed by nothing except the largest con-
ception of the need of education.

The first bill introduced in the
Legislature for establishing the col-
lege failed, and Dr. McIver saw
that if his dream was to be real-
ized he must "go to the country." The
leaders, in education and in politics,
were divided, and unless the people
in their homes saw the need of the in-
stitution, Dr. McIver felt that "the
powers that be" would be content to
let the discrimination against white
women go on for years unless he could
reach the people whose daughters
were neglected. But how could he
reach them? In college he had not
been a speaker and he thought he had
little talent for public speaking. He
had never thought that he would ac-
complish much in life on the platform,
in fact he had made up his mind that
he would never make a public speech,
and, until he saw the vision that
changed his life and lifted it to the
heights, he thought that his public
speaking would be confined to the
school-room. If he had not been pos-
sessed by an idea, he would never have
developed as a speaker, for he had no
natural gift for public speaking as we
understand the gift of oratory. He
never did learn to speak unless his
heart was in his subject. He became
eloquent because he had a message
that impelled him to carry it to his
fellows.

When opponents to the establish-
ment of "the Normal" won the first
victory a man of less faith and re-
sources would have abandoned the
fight. But he could no more give up the
fight than Martin Luther could recant.
"I can do no other" was upon him, and
he had the stern Scotch stuff of the
covenanters from whom he was de-
scended. Some of the educators vigor-
ously opposed the establishment of the
college because they thought it would
injure the denominational and private
schools for women and they argued
earnestly that the State had no right
to enter into competition with them.
How potent that argument was then
and how many good men accepted it!
In the light of experience all the State
has come to see that it was an untena-
able position based upon a groundless
fear, for the establishment of McIver's
institution (I love to call it by the
name of the man who breathed into
it the breath of life) has given new
prosperity and enlargement to every
women's college in the State and his
call for woman's education has rallied
into being other colleges that are do-
ing a great work in the State.

How could McIver "go to the coun-
try" when defeated in the Legislature
of 1887? He had no money, no land
to pull, he was compelled to teach in
the school-room every day to get
bread for his family and pay the debt
he had incurred to get a college edu-
cation, and the doors seemed blocked.
He had nothing but a Great Idea and
no equipment except Faith and En-
thusiasm. What a trinity they are to
any young man of brains! They are
worth more than the millions of a
Rockefeller or the political power of
an Aldrich. He knew that he must
and would "go to the country," but
how? Many men would have been
tempted to go into politics, but Mc-
Iver, though knowing that success
must come through legislation, saw
that he must win through an appeal
to all the people and that he must not
make the Great Idea the football of
politics. Moreover he had the vision
to see that it were better to agitate
for the cause itself than to seek suc-
cess through making it a political is-
sue. He saw also that he must reach
the fathers and mothers before the
school could accomplish its mission,
and while waiting for the opportunity
he lost no chance to make sentiment
for the idea that now dominated his
life. I shall always remember with
proud pleasure that the first edi-
torial argument for the State Normal
and Industrial College appeared in my
paper, though I deserve no credit for
seeing in advance of other editors,
being actuated chiefly if not solely by
McIver's zeal and impelling argu-
ments.

He had not long to wait for the
ideal chance to "go to the country."
The Legislature that failed to make
the appropriation for the college did
what, in the light of subsequent events,
was better. They authorized the State
Superintendent of Public Instruction
to engage two Conductors of Teach-
ers' Institutes who should meet and
teach the teachers in every county in
the State. The wise Major Finger se-
lected McIver and Alderman and for
several years they conducted a cam-
paign for public education all over
North Carolina that sowed the seed
for the harvest of educational pro-
gress that has marked the recent his-
tory of North Carolina. The elo-
quence and whole hearted service
rendered by these two splendidly en-
dowed young men was a revelation to
the people. After a time the attend-
ance upon these institutes upon Fri-
day—"Public School Day" as they
called it—was greater than flocked to
hear Ransom or Vance discuss poli-
ties. The people were charmed with
the power of their eloquence, waked
up by the vigorous arraignment of
the State's failure to do its duty by its
children, and charged with a determi-
nation to lift the public schools out
of the ruts and to give the girls an
equal chance with the boys. There
was genuine comradeship and perfect
accord between McIver and Alderman
in the work upon which they were en-
gaged and they were ideal yoke-fel-
lows. They enlisted the pulpit and
the press and the politicians, they
carried hope and cheer and resolve
into many an humble home. They
fired with ambition hundred and thou-
sands of youths who had never
thought higher education was within
their reach; and when the Legisla-
ture met, composed mainly of farm-
ers and generally known as "the Far-
mers' Legislature" containing also
progressive and far-sighted men of
other callings, the college was estab-
lished by a large majority vote, and as
McIver and Alderman walked down
Fayetteville street in Raleigh they
were ten thousand times happier than
if they had each fallen heir to a mil-
lion dollars apiece. And they were
richer far!

In "The Autobiography of a South-
erner," by Nicholas Worth, now run-
ning in the Atlantic Monthly and pop-
ularly credited to Mr. Walter H. Page,
one of the characters "Professor Billy"
is Dr. McIver. The story there given
of the establishment of the college
makes it certain that "Professor Billy"
is Dr. McIver and the following ex-
tract gives a graphic and fairly ac-
curate story of his leadership:

One incident of the legislative ses-
sion gave an interesting glimpse of the
popular mood. Professor Billy, who
never yet put his hand to a plough and
turned back, again came bravely for-
ward with his plan to establish a free
State college for women. The com-
mittee expected to pigeonhole the bill,
as they had done before. But the
forces in favor of the plan had re-
ceived noteworthy reinforcement. A
public hearing was so loudly demand-
ed of the committee that a day was set
when the committeemen would hear
discussion of it. The committee room
was overcrowded before the hour.
More and more people came, women
as well as men. The majority of the
members of the legislature were there.

The committee was obliged to con-
duct its hearing in the House of Rep-
resentatives. First a colonel spoke
against the measure. Then a leader
of the new Farmers' party spoke in
favor of it. Next came a woman, a
country school teacher, whose earnest-
ness made a profound impression.
"The lonely and neglected women of
our remote counties," she said—"what
does the State do for them? What
has it ever done for them?"

I heard her speech. It was a strange
sight to see a woman speak there at
all; but for that reason it was more
impressive. And I have never heard
a more pathetic appeal. It stirred
many men to tears.

Professor Billy's ruddy, manly,
huge cheeks were damp when he
arose. With a thunder of indigna-
tion he turned on the suave lawyer
who had declared that any girl who
wished to be educated could now go
to some of the "female seminaries;"
and he had the eloquence of a prophet.

"Here is the proof of your error—
your hindering and cruel error, your
stifling and deadly mistake—proof of
the suffocating lie that the young wo-
men of the commonwealth have a fair
chance." He read figures of the
illiteracy of women in the counties
where he had traveled. "Are we sunk
so low that we deny the very begin-
nings of civilization to our women—
we, who boast of our chivalry? Con-
sider these country girls of whom I
have told you. Are they not comely?
Are they not capable? Yet we leave
every one of them to become the
mother of ignorant children, who in
turn will have ignorant children.

"I appeal to the State, to every man
and woman in it, in their behalf, and,
when every man and woman hears
their appeal, the horrid lie that we
have cherished can no longer prevail.
Too poor to educate these young wo-
men? We are too poor to neglect
them. Neglect of them has made us
poor, and it is a measure and a badge
of the poverty of our thought, of our
sympathy, of human brotherhood, of
our civilmanis."

The school was won.

* * *

Professor Billy's college for women,
in one hastily constructed, hideous
brick building opened its doors to a
still larger attendance. Never was
there a less attractive place to train
young women, as it appeared in the
newly broken, almost treeless ground
outside the village of Centralia. If
had been built there for two reasons—
the town had given the site and a
few thousand dollars and it was near
the centre of the State. There were
the members of the faculty. In their
enthusiasm for their work they were
fired with an apostolic zeal—the repul-
sive barren newness of the house, of
the rooms, of the flimsy furniture, was
forgotten.

Two hundred young women appear-
ed. There was no possible way to
keep more than one hundred of them.
But there was no difference between
"possible" and "impossible" in Pro-
fessor Billy's mind. The little bed-
rooms had been meant each to accom-
modate two girls. Professor Billy
at once bought fifty more beds and
put four girls in every room.

The story of how the college has
grown from its "hastily constructed
hideous brick building" into an insti-
tution with property worth nearly half
a million dollars is the brightest chap-
ter of North Carolina's history of this
decade. Every progressive step was
first born in McIver's brain. When he
had felt the pressing need of improve-
ment, he set to work to convince the
public of the need so that the money
should be forthcoming. But no for-
ward movement was made that did not
draw greatest drafts upon his energy
and abundant vitality than upon the
treasury of the State and the purses
of generous friends. The institution,
under his leadership, has been estab-
lished on broad foundations, and this
session opened the day after his fun-
eral with over six hundred students.
It will grow under the fostering care
of the State and the people, for he
has given it such an impetus that it
will do the work for which it was es-
tablished. And it will be a perpetual
monument to his broad statesmanship
and patriotism.

But the establishment and enlarge-
ment of that institution, while a monu-
ment to his genius and faith, was not
the sole object of his educational zeal.
The neglect of the higher education
of women caused him to throw his
heart into the work of giving her a
chance, but he could not be content
with building up one mighty institu-
tion. His zeal purpose was to see the
blessings of an education brought
within the reach of every child in
the State. And so he gave himself
freely to every movement for educa-
tion, going into the most remote dis-
trict as well as in the biggest city.
He grew to be the acknowledged edu-
cational leader of the State, and helped
greatly to bring about the present Era
of Good Feeli g in North Carolina
where the State, church, and private
school teachers have no rivalry except
to do the most for the education of
all the children of the State. But his
educational statesmanship was not
confined to State lines. He had been
called to speak in half of the States
of the Republic and was ranked
among the foremost leaders in the
National Educational Convention, and
would have been chosen its president
at the next session. He had already
served as president of the Southern
Educational convention. He was the
leading spirit in the Southern Edu-
cational Board and had the direction
of its work in this and other States.
He enjoyed, not only the confidence of
his associates in the North and the
South, but their personal friendship
as well. A Southerner to the core,
loving its traditions and its best ideals,
he had no sectional narrowness, and
sought to bring the large minded men
of the North and South into closer
relations, and his catholicity and pa-
triotism had done much to promote
the mutual co-operation which he be-
lieved would be helpful to education
and to politics, and would enlist the
interest of the philanthropists, who
had been giving where their money
was only adding to millions so that
they would in the future endow insti-
tutions in the South which lack the
equipment they need for largest use-
fulness. In his position on the South-
ern Education Board Dr. McIver came
in close touch with many of the first
minds of the Republic—such as Carl
Schurz and Andrew Carnegie—and his
ability and tact won for him their re-
spect and their esteem. If he had
lived, there is no doubt that his in-
fluence would have secured hundreds
of thousands of dollars for the en-
dowment and development of North
Carolina institutions of learning.

The profession that he adopted
made Dr. McIver an educational
statesman, but he was more than that.
He was a patriot and a statesman in
the broad sense. There was nothing
of the aloofness of the student in him.
He was a man and whatever concerned
men interested him. He clasped hands
with men of all callings who were
working for the public welfare, wheth-
er it related to voting a tax for schools,
holding fairs or reunions or civic cele-
brations, electing Governors or Pres-
idents, or exhibiting North Carolina's
resources in a great exposition. He had
civic virtue highly developed, and no-
body in North Carolina ever sought
his help in vain to advance any good
cause, and when he gave his hand to
an undertaking he went into it with
all his heart and made himself felt.
He was the soul of the notable Re-
union of North Carolinians at Greens-
boro which brought together hundreds
of native born North Carolinians living
in other States. Two years ago when
it looked like an appropriation for the
Jamestown Exposition would fail he
came to Raleigh and was its most zeal-

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